



**U. S. Department of Education
Fund for the Improvement of Postsecondary Education (FIPSE)**

**The Comprehensive Program
CFDA 84.116B**

Fiscal Year 2006

Program Information and Application Materials

**Deadline for Electronic Submission:
July 10, 2006
4:30 p.m. (Washington, D.C. Time)**

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Comprehensive Program at a Glance

PURPOSE

The Comprehensive Program is the primary grant competition of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The Comprehensive Program supports innovative educational improvement projects that respond to problems of national significance.

ELIGIBILITY

FIPSE supports a wide range of *non-profit* providers of educational services. Proposals may be submitted by two- and four-year colleges and universities, both public and private, accredited or non-accredited; graduate and professional schools; community organizations; libraries; museums; trade and technical schools; consortia; student groups; state and local government agencies (but not federal agencies); non-profit corporations; and associations. Proposals may be submitted by newly formed as well as established organizations. (Individuals and for-profit schools and organizations are not eligible to apply.) Other organizations may be eligible; the list here is not exhaustive. The beneficiaries of projects proposed to FIPSE must be U.S. organizations, students, and faculty.

AWARDS

The Department estimates that 50-60 new Comprehensive Program awards will be made in FY 2006 for grants of up to three years. While there is no minimum or maximum grant award, the Department expects to award grants ranging from \$150,000 to \$600,000 or more over a typical three-year period. The Department may also award a few larger grants for projects that clearly demonstrate potential for large-scale impact involving multiple partners and wide geographic scope. These figures are only estimates and do not bind the Department of Education to a specific number of grants, or to the amount of any grant, unless that amount is otherwise specified by statute or regulations.

COST SHARING

While there is no mandated matching requirement, FIPSE does expect grantees and their collaborating partners to share substantially in the operational cost of funded projects. Most FIPSE projects are expected to continue after the federal funding period has ended. Grantees should therefore plan to take over the costs of sustaining program administration and operations.

EQUIPMENT/INFRASTRUCTURE

FIPSE does not expect to provide support for large equipment purchases or for the development of computer networks or other infrastructure. Applicants are encouraged to leverage institutional and private resources to support these costs.

APPLICATION PROCESS AND DEADLINES

The Comprehensive Program will employ a single-stage application and review process in FY 2006. Applicants are required to submit through the Department of Education's e-Application system by 4:30 p.m., Washington, D.C. time on July 10, 2006 a proposal narrative consisting of 20 numbered pages, doubled-spaced, *plus* a one-page abstract, budget, budget narrative, and appendices. A paragraph on the topic of the proposal, Statement of Intent to Submit an Application, is requested in advance (by June 20, 2006) to allow for timely

identification of proposal reviewers. An applicant organization may submit more than one application if each is for a different project. The review process is more fully described below in the section, “Guide to Proposal Development.”

AUTHORITY

Title VII, Part B of the Higher Education Act as amended in 1998 (Public Law 105-244), authorizes the Department of Education to make grants to improve postsecondary education opportunities through a broad range of reforms and innovations. Regulations are contained in the Code of Federal Regulations, Title 34 Part 75. In addition, the Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99 apply. Part 86 applies only to institutions of higher education (IHEs).

APPLICATION NOTICE

The official Application Notice is published in the *Federal Register*. The information in this application package is intended to aid in preparing proposals for this competition. Nothing in this application package supersedes the information published in the *Federal Register*.

CONTACT INFORMATION

For information only; do **not** use this address to submit applications.

FIPSE	Telephone: 202-502-7500
U.S. Department of Education	Fax: 202-502-7877
1990 K Street, N.W., 6 th Floor	E-mail: FIPSE@ed.gov
Washington, DC 20006-8544	

WEB SITE

For information about past and current projects, successfully evaluated projects from previous years, application information, evaluation resources, and more, visit FIPSE’s Web site at:

<http://www.ed.gov/FIPSE>

What is Expected of a FIPSE Grant?

THE IMPORTANCE OF INNOVATION AND SIGNIFICANCE

For over 30 years, the Comprehensive Program has supported innovative postsecondary education reform projects. FIPSE has asked applicants to address problems of national significance—problems that are commonly felt at postsecondary institutions across the country—and to create solutions to those problems that can be transferred to many additional settings. These solutions should be new strategies that improve upon what others in the field are already doing, or they should translate existing strategies into different settings. Either way, an ideal FIPSE project, while based on current research findings, creates new knowledge and practices. It sometimes challenges conventional thinking and may even involve significant but acceptable risks. But its most prominent features are that it adds something new to the array of strategies educators can draw from to improve student access and achievement, and it demonstrates strong potential for institutionalization, sustainability, and impact beyond the local level.

Fundamentally, FIPSE in its funding has advocated a grass roots model of reform: start with a good idea, try it to see how it works, and then share what you have learned with others. When this process works, the practices originating in a FIPSE project can be transferred to many new settings. FIPSE projects should stimulate new initiatives or complement other work by institutions, associations, other funding sources, and policy makers. The combined effect can be a gradual and systemic transformation of educational practice nationally.

In the Comprehensive Program, FIPSE deems project ideas innovative if they have not been tried before or if there is a significant challenge in adapting them to new settings or new target populations. FIPSE takes a national perspective when thinking about innovation. Part of the process of preparing a grant application is learning what others are doing and taking care not to “reinvent the wheel.” Sometimes by discovering a unique way to frame a problem, you will have taken a giant step toward discovering an innovative solution. The description of your project should be placed clearly in the larger, national picture, documenting the need for the specific strategies or services you propose. Remember that innovation is possible at all types of institutions and in targeting all types of students. (See discussion under the “Guide to Proposal Development” section.)

THE IMPORTANCE OF IMPACT

Innovation by itself is seldom enough. FIPSE challenges applicants to conceive, design, and manage projects in ways that promote sustained operations and growth, increase impact in other settings, and achieve other lasting and widespread effects. A widely felt problem in postsecondary education, an innovative solution, and likely impact on the field—all three elements—are important in FIPSE’s evaluation of a proposed project. (See discussion of the selection criteria for evaluating proposals in the “Guide to Proposal Development” section.)

Some projects have increased their impact by enlisting collaborators in a strategic effort to broaden participation, expand resources, bring together new kinds of expertise, and reach more deeply into relevant professional communities. Suppose that a university applying for a FIPSE grant were to request funding to reform the mathematics courses taught for pre-service teachers, a project implemented locally but undertaken in the hope that the resulting curriculum would serve as a model for other interested institutions to adapt or replicate. Such a design would not likely create momentum leading to change at other institutions. It places the burden on others to learn about the reform, to initiate their own project from scratch, and to adapt materials/strategies designed specifically for the originating institution.

Contrast this with a project FIPSE actually funded a few years ago in Texas. It was a statewide effort among all the public teacher education institutions. The institutions worked together to agree upon how they would

implement national standards, and then each university worked to change the relevant courses, in the process exchanging materials and ideas with one another. This more collaborative model enabled educators to multiply the effects of their individual efforts, it effected change throughout the State system, and it enabled a much more thorough evaluation of results.

As noted later in this section on FIPSE's expectations, applicants and their partners must keep dissemination and evaluation in mind from the onset of their planning. If the innovation succeeds, what other types of institutions would be interested in adapting it? What evidence must be gathered to "prove the concept" in a convincing way to other institutions and to professional organizations that might be used to encourage reform elsewhere? How can the project's products be best packaged to ensure adaptation on other campuses?

There is no single way to construct an ambitious project, and your strategies will depend very much upon the staff and resources you have at hand and the nature of the problem you are addressing. Nevertheless, FIPSE suggests you consider strategies such as the following:

- Partner with other organizations or create a consortium collaborating on a particular reform idea.
- Partner with the private sector, especially publishers, technology companies, and other organizations that have marketing expertise, resources to distribute products, etc.
- Tackle bigger units (i.e., instead of departments, think institutional reform, system reform, etc.) and a greater range of associated issues.
- Enlist additional institutions to expand later implementation and pilot testing phases of the project.
- Work to expand reform efforts already initiated by associations, state systems, foundations, etc.
- Create portable products and helpful materials.
- Conduct training workshops to help others implement your ideas.
- Use the Internet not just to post materials but also to create communities of professionals collaboratively working to implement and test new reform ideas.
- Form an advisory board of experts, including potential adapters from institutions other than current partners, to advise project staff on implementation and dissemination issues.

Previous experience with FIPSE projects demonstrates that it is frequently better to increase participation early as a means to gather the additional resources and support you will need to sustain project growth after the end of FIPSE funding.

THE IMPORTANCE OF EVALUATION

All applicants to FIPSE should plan to conduct a project evaluation as part of the grant activities. This evaluation should focus primarily on determining learning outcomes, especially as measured by student performance and achievement, and not merely opinion surveys or self-reports. The evaluation should also include assessment of other outcomes, particularly if the project aims to change organizational structures, create cost-efficiencies, or achieve other ends not specifically represented by learning. The evaluation design of projects focused on cost-efficiencies must include cost analysis, for example. In general, your evaluation plan should be closely linked to the clear, measurable, performance objectives of the project. Quantitative and qualitative data related to these objectives are the results by which the success of your project will be judged. (See the discussion of review selection criteria in the "Guide to Proposal Development" section.)

The project evaluation should have a multi-faceted design and be conducted by an individual (or organization) independent of the project team and its partners. However, your evaluator should collaborate with the project team in the evaluation design and work alongside the team throughout the length of the project. The evaluator should be someone with experience in program evaluation and good educational research skills, such as those commonly found in social science disciplines and schools of education. This person may be required to craft

new instruments or learning assessments, in addition to using or adapting existing ones. The evaluator should help you compile both formative data that you can use in improving your project and also summative results that can help you and others gauge your project's ultimate success.

You (and your collaborators) must be seriously committed to gathering the best evaluation data possible. Evaluation is an important tool that will help guide you in your work. Additionally, it is important for persuading the postsecondary education community about the importance of your innovation. Applicants are encouraged to allocate at least 10% of the federal budget request for evaluation activities.

Finally, your evaluation plan must include measures of 1) the extent to which your project is being replicated, i.e., adopted or adapted by others; and 2) the manner in which your project is being institutionalized and continued after grant funding. These two results serve as indicators of FIPSE's success as a federal grant program. (See the discussion of the Government Performance and Results Act under the review selection criteria in the "Guide to Proposal Development" section.)

THE IMPORTANCE OF DISSEMINATION

Dissemination for FIPSE is not simply the process of spreading the word about a new model practice, though this is an important first step. Rather, we consider it a more proactive process designed to influence the actual adaptation or transfer of a project to new settings. (Hence, some might find that "diffusion," "project transfer," or other words more closely match the meaning we intend.) By their very nature, the success of some grants will depend heavily upon the success of their dissemination activities, but even early pilot projects should involve dissemination as well. Upon identifying an innovation, applicants should think about what it will take for a project to be transferred to new settings. Who needs to hear about the project? What evidence will convince others to implement or adapt the project idea? What barriers will they face and what kinds of help might they need to address the barriers? Applicants should conceive their projects from the beginning with such questions in mind and include activities aimed at building momentum for the process of dissemination.

In short, FIPSE expects that grants will be designed to include appropriate strategies to promote sustainability and scale-up at their originating institution(s) and dissemination to other settings. Although FIPSE provides seed funding, it is anticipated that funded projects will build enough momentum both to sustain themselves and to continue growing and influencing postsecondary practice even after the end of the FIPSE support.

Another indication of FIPSE's interest in dissemination is its willingness to support grants explicitly directed at dissemination of proven educational reforms, whether developed under a previous FIPSE grant or other initiatives. By funding such projects, we hope to accelerate the pace of change at other institutions. In such instances, applicants will be expected to provide evaluation data offering solid evidence of improved learning or other important outcomes. The current priorities specifically invite proposals to disseminate proven methods for improving access to high quality, affordable higher education. (See the access priority in the "FY 2006 Agenda for Improving Postsecondary Education" section.) Applicants interested in submitting a proposal for a dissemination project may also consider analyzing the results of previously funded FIPSE Comprehensive projects in one or more disciplines or topics.

EDUCATION REFORM IN THE CONTEXT OF A CHANGING WORLD

If you embark upon a funded grant project starting in the fall of 2006, keep in mind that the project may not reach full maturity and achieve significant impact nationally for six to eight years. Changes such as the dramatic rise of information technology, the increasing diversity of postsecondary learners, the renewed demand for accountability, or the rise of competition among postsecondary providers are powerful enough to shape the immediate future of postsecondary education. We urge you to anticipate these dynamic forces of change and to develop bold new project ideas. These projects should aim to reshape the postsecondary

education system so that its practices, values, and results are not simply the product of evolutionary drift. FIPSE urges the field to develop education reform proposals in the context of a changing world.

Traditionally, FIPSE has defined its grant programs as learner-centered, meaning that we have focused on educational improvements that promise to benefit learners. Included in our definition have been those programs that have focused on the development of faculty or the improvement of teaching. FIPSE now aims to expand its focus by shifting from learners to learning more broadly and by supporting educational improvements that result in improved learning. What do postsecondary institutions look like when they are committed to learning? How are they organized or structured? What are the implications for teaching, curriculum, credentialing, and many other postsecondary functions?

When applying for funding, faculty and all other applicants should keep in mind that their ultimate purpose is to support learning and that their traditional ways of approaching this task may need to be revisited, rethought, or revitalized in order to be responsive to the larger forces influencing postsecondary education.

FY 2006 Agenda for Improving Postsecondary Education

FIPSE's Agenda for Improving Postsecondary Education supports the national movement for education reform, as well as FIPSE's traditional mission of improving the quality of postsecondary education and providing equal educational opportunity. All proposed projects should demonstrate both the innovation and potential impact discussed in the previous section.

Emerging today are problems of national significance that challenge postsecondary education. Some have been identified in discussions of the Secretary of Education's Commission on the Future of Higher Education, in the *No Child Left Behind Act*, and in recent reports such as the National Academies' *Rising Above the Gathering Storm*. The FY 2006 Comprehensive Program announces three invitational priorities in response to areas of particular national need.

FIPSE invites proposals in all areas that address postsecondary education. The three invitational priorities for the current competition are described below, but you may choose to focus on a topic not specifically mentioned, and you may choose to address more than one topic in a single project.

BROADENING ACCESS TO QUALITY, AFFORDABLE HIGHER EDUCATION

Invitational Priority A: Developing innovative instructional and administrative efficiencies to broaden access to high quality and affordable higher education.

FIPSE seeks proposals that broaden educational opportunities to groups that historically have not had equal access to postsecondary education. Opportunities for access and education should break down the boundaries and burdens of race, class, gender, poverty, disability, and geography. Although progress has been made over the years to increase participation and graduation levels for all individuals, large gaps still exist between low-income and middle- and high-income students, between minority and non-minority students, and between students with disabilities and their non-disabled peers. Access and retention of students who are older, working, or caring for children also require special attention. Applications offering solutions requiring collaboration and shared resources, such as initiatives proposed by states, institutional and professional associations, university systems, and consortia, are especially welcomed.

FIPSE encourages applicants to propose new ways of ensuring access to postsecondary education – providing services of high quality that meet students' needs and contribute to successful completion of academic programs. An important element of ensuring access is to keep education affordable, so proposals are invited that combine high quality education with deliberate attention to containing costs to students and their families. Examples of strategies to control costs include reform of general education offerings, sharing of resources among institutions connected by geography or mission, use of pedagogies that make students less dependent on faculty for their progress, reduction of credits required for a degree, and creative use of educational technologies, but many other strategies are possible.

Many institutions have had success with distance education programs or other technology-mediated reforms designed to improve access. FIPSE is not interested in supporting conventional uses of instructional technology, including projects focusing on the now common offering of online courses. Instead we seek new, innovative applications, particularly those that encourage collaboration in the development and use of technologies among institutions and systems, with the expectation that economies of scale will make investments in technology, curriculum and materials development, and faculty and staff more cost-effective.

Applications addressing this priority must carefully identify indicators of access and measures of financial impact. The difficulties of measuring educational outcomes and costs are well known, and FIPSE does not intend to set unrealistic standards of rigor. However, applicants need to define what they will count as evidence

of improved access and instructional outcomes and what they will include in a cost analysis to demonstrate that costs to students were held constant or decreased. Baseline data on current costs should be gathered before such reforms are implemented through a FIPSE project.

Some models for access and cost containment have already been proven effective. FIPSE is interested in supporting dissemination of those reforms to other institutions that wish to adopt or adapt them. Proposed dissemination projects should –

- Involve an innovation that is nationally significant;
- Show thorough evaluation results, with strong empirical evidence of the method's success at the originating institution(s);
- Have potential for adaptation elsewhere, with proposed adapters ready to collaborate;
- Present a dissemination plan that transfers both knowledge and strategies, developing sustainable liaisons with adapting sites and assisting in the implementation of new project demonstrations; and
- Impact significant numbers of learners.

PROMOTING CONTINUING ACADEMIC PROGRESS FROM HIGH SCHOOL THROUGH COLLEGE

Invitational Priority B: Aligning curriculum on a state or multi-state level between high schools and colleges, and between two-year and four-year postsecondary programs, to ensure continuing academic progress and transferability of credits.

FIPSE is especially interested in proposals that create policies and organizational structures to foster curricular coordination between high schools and postsecondary institutions, so that high school graduates will be well prepared to enter postsecondary institutions and to meet the challenges of higher education coursework. Also of interest are innovative approaches for improving articulation between two-year and four-year postsecondary institutions. Both areas address FIPSE's overarching concern with access and educational quality.

Students with the least experience navigating higher education – those for whom access, retention, and completion pose the greatest challenge – are the ones affected most negatively by the lack of alignment from high school through college. Deliberate articulation of curriculum from one educational level to another helps students avoid gaps, repetitions, and arbitrary shifts in nomenclature and perspective that often hamper students' progress as they move from school to postsecondary institutions, and from two-year to four-year institutions. FIPSE invites proposals to address these problems that will go *beyond* local partnerships. Of interest are models representing collaboration across a state (or a significant portion thereof) or a multi-state region.

Achieving alignment between high schools and colleges requires reform in many different practices at the high school and college level. FIPSE welcomes proposals offering comprehensive approaches to effect change in one or more of these practices. Examples would include strategies to improve alignment of high school offerings and college general education requirements and to improve alignment of high school content standards with college placement tests.

A majority of college entrants now begin at community colleges, which makes community colleges important gateways to further postsecondary education. However, many of these students neither complete their general education requirements nor graduate from the community colleges they first enter. Alignment of curriculum to ensure continuing academic progress and transferability of credits for the growing number of students who drop in and out of postsecondary education is critical if they are to reap the benefits of earning an associate or a baccalaureate degree. FIPSE encourages proposals to coordinate two-year colleges' academic programs and support services with those of four-year colleges. Possible responses to this challenge would include reduction of duplicate course offerings among institutions, strategies to ease the transfer of credit among institutions, and

reformulation of four-year college core or general education programs to articulate with two-year college programs at the state or multi-state level.

IMPROVING TEACHER PREPARATION IN SCIENCE AND MATHEMATICS

Invitational Priority C: Increasing the number and improving the pre-service preparation and professional development of science and mathematics teachers through career change programs and/or programs that combine a bachelor's degree in science or math with a bachelor's degree in education and/or teacher certification, especially collaborative projects involving K-12 educators, college departments of science and mathematics, private sector partnerships, and teacher education programs.

This priority recognizes that improved capacity in mathematics and science education in the United States is necessary if the nation is to remain competitive economically and if a high quality of life and national security are to be preserved. Congress chartered the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine (collectively known as the National Academies) in 1863 to advise the government on matters of science and technology. The Academies' recent report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*, documented the need for improvements in science education at the secondary and postsecondary level. Among its recommended action steps was improved teacher preparation in science and mathematics.

FIPSE therefore invites proposals for new models for the preparation and continued development of science and mathematics teachers. This priority draws special attention to the need to integrate undergraduate programs leading to bachelor's degrees in science and mathematics with concurrent teacher certification. Past FIPSE projects directed at this goal have included both curriculum reform at universities that traditionally graduate large numbers of teachers and efforts to help professionals in other fields take up second careers in teaching. Applicants are encouraged to propose new variations on these approaches to improve pre-service teacher preparation in science and mathematics. In addition, FIPSE seeks new professional development models in science and mathematics education to ensure that current teachers have mastery of the content they are teaching. FIPSE is interested in strengthening the continuum of pre-service through in-service education of teachers such that classroom teachers have the skills, support, and environment they need to find their profession rewarding rather than overwhelming. Programs proposed for both pre-service preparation and in-service training of teachers are expected to hold promise for widespread impact and build on partnerships between college departments of science and mathematics, schools of education, and elementary and secondary schools.

NOTE: FIPSE is one among many government agencies interested in improving teacher preparation in science and mathematics. Applicants proposing projects under this Comprehensive Program priority may be involved in complementary projects funded through other sources – local, state, or federal. If the project proposed to FIPSE under this priority will be one part of a larger initiative, please indicate in your application narrative how the FIPSE project fits within the larger effort. Provide in an appendix to your application a very brief description of other projects (e.g., a state-funded Title II, Part B Mathematics and Science Partnerships project) related to your proposal to FIPSE.

Guide to Proposal Development¹

This discussion is intended to help you conceive and write a strong proposal by alerting you to the ways in which it will be read and judged and by providing you instructions on how to submit an application. We recognize that some of the questions or issues raised here may not pertain to your particular project, and the following remarks are not intended to oblige you to organize your proposal around direct responses to all of them.

Applicants who applied to the Comprehensive Program in the past are accustomed to a two-stage review process, involving a short preliminary proposal and a longer more detailed final proposal. **The FY 2006 Comprehensive Program competition will have only a single stage. All applicants must submit a proposal consisting of a 20-page narrative (pages numbered and double-spaced), *plus* a one-page abstract, a budget, a budget narrative, and appendices.** Applications must be submitted electronically via the Electronic Grant Application System (e-Application) available through the Department of Education's e-Grants system.

UNDERSTANDING FUNDING PRACTICES AND REVIEW PROCESSES

Statement of Intent to Submit an Application

In order to allow for the timely selection of appropriate external reviewers for this competition, applicants are encouraged to submit a brief Statement of Intent to Submit an Application by June 20, 2006. This statement should include 1) the name, mailing address, telephone number, and e-mail address of the proposed project director, 2) the name of the applicant institution, and 3) no more than one paragraph on the topic and/or invitational priority you intend to address. Please e-mail this statement to: FIPSE@ed.gov. Applicants are asked to honor this request to facilitate FIPSE's identification of reviewers. There will be no penalty, however, if an applicant chooses not to honor the request.

Before You Prepare an Application

FIPSE takes a national perspective in its grant-making. Both the importance of a project and its degree of innovation are therefore judged in relation to the needs of the postsecondary community as a whole, rather than solely in relation to the needs of the applicant's own campus or organization. Applicants are advised to describe the problem or opportunity they wish to address in both its local and national contexts. Is it common to a number of other postsecondary institutions besides your own? Does it affect a substantial number of students at those institutions? If it affects a relatively small number, is the problem so serious that it jeopardizes their ability to succeed in postsecondary education, or the opportunity so great that it can transform their learning?

Model programs addressing many common issues of postsecondary reform already exist. Some have been developed with the support of FIPSE or other funding agencies; many others have been implemented without any outside grant support. Applicants are encouraged to begin their search for solutions by examining what others have already done to address the issue or problem of concern, and to adapt appropriate current models wherever possible. (Please tell us if your project is an improvement and extension of an earlier project.) It is

¹This program information is intended to aid applicants in applying for assistance under this competition. Nothing in this application package is intended to impose any paperwork, application content, reporting, or grantee performance requirement beyond those specifically imposed under the statute and regulations governing the competition.

when your research indicates that there are few or no appropriate models, or that current models can be substantially improved, that you should consider an application to FIPSE.

FIPSE's Web site at <http://www.ed.gov/FIPSE> contains information on resources that would be useful to a prospective applicant in developing a proposal. One of these is *Lessons Learned*, an occasional FIPSE publication, containing descriptions and results of many well-evaluated FIPSE projects. The Web site also has descriptions of projects FIPSE has funded since 1994 (see www.fipse.aed.org), evaluation information and suggestions, material on other competitions, and funding advice from FIPSE program officers. For assistance on proposal writing, see <http://www.ed.gov/programs/fipsecomp/2005-ta-materials.html>).

Prospective applicants should note that, although we do not review draft proposals, FIPSE program officers are happy to discuss project ideas by telephone or in person. Call the FIPSE office to set up an appointment at 202-502-7500.

Cost Sharing/Institutional Support

The Comprehensive Program does not mandate any particular rate for cost sharing or matching funds. However, the applicant institution and any partners should significantly support the project both philosophically and financially. Because FIPSE applicants are often seeking support that will develop or strengthen their own programs or capacities, FIPSE expects the host institution and its partners to contribute substantial resources, in some cases even matching or exceeding the federal request. This will not always be the case, however, as individual circumstances and the resources available to participating institutions may vary.

Indirect Cost Rates

While FIPSE does not have a restricted, training, or other reduced rate that automatically caps the rate at which a grantee can charge indirect costs, the extent to which an institution reduces or eliminates its indirect cost recovery is relevant to determining the degree of institutional commitment to the project under Criterion 5, Adequacy of Resources. Applicants requesting reimbursement of indirect costs must complete the "Indirect Cost Information" section of the required Budget Summary Form (ED 524). For information on reimbursement of indirect costs, see instructions at the end of this application package.

Recommended Proposal Outline

There is no standard or required outline for writing your proposal narrative; however, it is **not** generally recommended that you organize your whole proposal in sections separately detailing your response to each of the review criteria. Rather, you should aim to write a clear, naturally flowing essay that is interesting, easy to read, and visually appealing. You will need to provide information that helps reviewers understand what you are proposing, why it is important, how your project will be implemented, and how it will be evaluated.

Many applicants tend to follow an outline such as the following:

- Briefly describe the problem or need you intend to address, connecting it to larger changes affecting postsecondary education.
- Explain the way in which your proposed solution is a testable model for improvement on existing practice nationally or an innovative approach whose results could be significant to postsecondary education.
- Explain what exactly you propose to do about this problem. (Note: if you are submitting an application for a grant disseminating a proven reform, you will additionally want to describe the prior work and evaluation results upon which you are building.)
- Explain the work plan and, as appropriate, each participant's role in completing the project.

- Clearly state the primary objectives and outcomes of the project and describe how you plan to evaluate whether you have achieved them.
- Describe your strategies for dissemination and for expanding the scope of your pilot project's impact on postsecondary reform nationally.

Review Requirements and Process

Applicants will submit through the Department of Education's e-Application system a proposal consisting of a narrative not exceeding 20 numbered pages, double-spaced (no more than three lines per vertical inch), *plus* a one-page abstract, budget, budget narrative, and appendices. Only the following fonts may be used:

- Times New Roman
- Courier
- Courier New
- Arial

Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. To ensure all applicants the same opportunity to present their ideas, applicants are required to conform to the page limit noted above, use minimum 1-inch margins on all four sides of the page, and avoid font sizes smaller than 12 point. Make sure your line spacing is set for double-spacing and not 1.5 lines. Applications that do not conform to these requirements will not be reviewed.

In addition to the 20-page proposal narrative, abstract, budget, and budget narrative, include in the application package an appendix containing the following items. Include *only* these items in the appendix:

- Project evaluation chart (required)
- Narrative summaries (maximum one page each) of the qualifications of key project personnel – project director, co-director, and evaluator (required)
- Response to Section 427 of the Department of Education's General Education Provisions Act (GEPA) (required)
- Very short description(s) of project(s) that will complement and operate in conjunction with the project proposed to FIPSE (if applicable)
- Letters of support from partners and other project beneficiaries (if applicable)

Your application package should give external reviewers and the FIPSE staff a concrete understanding of the problem you are addressing and the solutions you propose, including a description of how you will evaluate the results. Use clear, direct language and avoid jargon, clichés, and acronyms whenever possible. As noted above, explain how your project strategy differs from and improves upon current practice at your institution and elsewhere in the nation.

Proposals will be read by at least two outside reviewers, identified each year from among faculty, administrators, or other professionals across the country that have specialized knowledge on your topic. Additional experts may review proposals when technical questions arise. Members of the FIPSE staff then carefully read and discuss the proposals and the external reviews. Project directors may be telephoned to clarify information about their projects. Staff may also contact others who know the applicant's work and plans, or those who will be affected by the project.

ALIGNING YOUR PROPOSAL TO THE REVIEW SELECTION CRITERIA

The Government Performance and Results Act (GPRA) and Your Application

The Government Performance and Results Act (GPRA) of 1993 is a statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency clearly states what it

intends to accomplish, identifies the resources required, and regularly reports its progress to the Congress. In doing so, GPRA is improving accountability for the expenditures of public funds, improving Congressional decision-making with more thorough and objective information on the effectiveness of federal programs, and promoting a new government focus on results, cost-effectiveness, service delivery, and customer satisfaction.

The success of FIPSE's Comprehensive Program is measured by 1) the percentage of projects that are adopted in full or in part, or whose materials are used by other institutions and 2) the percentage of projects with a high likelihood of sustainability beyond federal funding, based on the project officer's determination. These two results constitute FIPSE's indicators of the success of our program.

If funded, you will be asked to collect and report data from your project on steps taken toward achieving these goals. Applicants to the Comprehensive Program are advised to include the two FIPSE performance indicators in conceptualizing the design, implementation, and evaluation of the proposed project. These indicators are related to some of the review criteria discussed below. Thus, it is important to the success of your application that you address them. Their measure, along with measures of goals and objectives specific to your project design, are to be a part of the project evaluation plan.

An applicant that receives a grant award will be required to submit annual progress reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met. The forms for these reports can be viewed at <http://www.ed.gov/programs/fipsecomp/performance.html>.

Selection Criteria

Our intent in this section is to help applicants understand how the selection criteria are applied during the proposal review process. FIPSE does not group proposals rigidly by types of activities, sectors of postsecondary education, or other fixed categories. Instead, in our desire to identify the most significant issues and feasible plans, we compare each proposal to all others, using the criteria described below.

Each selection criterion is presented in bold type and followed by a discussion of how it applies to the competition. The external readers and staff reviewers of your proposal use these criteria to guide their reviews, so it is in your interest to be familiar with them. The overall assessment of a proposal is based on the extent to which it satisfactorily addresses all the selection criteria.

Proposals will be considered in light of the following five criteria and their factors, all weighted equally:

1) The need for the project, as determined by the following factors:

- a) the magnitude or severity of the problem addressed by the project; and
- b) the magnitude of the need for the services to be provided or the activities to be carried out by the project.

You should describe the nature and magnitude of the problem or opportunity you wish to address *in both its local setting and a national context*. The previous section of this booklet, "FY 2006 Agenda for Improving Postsecondary Education," identifies some areas of needed reform, but you may choose to focus on a topic not specifically mentioned in these guidelines, or you may choose to address more than one topic in a single project.

How central is the problem you have identified to your institution's vitality or the effectiveness of your educational services? Does the same problem affect other institutions around the country? Have attempts to remedy the situation been made by you or by others in the past, and with what results? What will be the local and national consequences of a successful completion of your project? Are other institutions or organizations

likely to benefit or learn from your experience in ways that would enable them to improve their own programs and services?

In short, the need or problem should be widely felt, and *the need for your particular response* should be clear. Your strategies should be carefully designed to address the central causes of the problem you are addressing based on your own research and experience and on previous experiments by others. Scatter-shot approaches to vaguely-defined problems make poor prospects for funding.

2) The significance of the project, as determined by the following factors:

- a) the potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies;
- b) the extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies;
- c) the importance or magnitude of the results likely to be attained by the proposed project; and
- d) the potential replicability of the proposed project, including its potential for implementation in a variety of settings.

It is not adequate merely to address an important problem; it is also crucial that your proposal offer a solution to that problem that is *innovative*. Furthermore, it must be a solution that has far-reaching potential for large-scale implementation and for replicability or impact (one of the GPRA indicators discussed above).

Reviewers will appreciate any evidence you can include to illustrate how your project differs from and improves upon previous efforts. Describe the potential contribution of your project to demonstrating effective, new reform strategies and the likely utility of the products (such as information, materials, processes, or techniques) that will result from it for other institutions. It is the applicant's responsibility to set a context within which reviewers can assess the project's importance to postsecondary education reform.

FIPSE seeks to make the most of its limited funds by supporting projects that can become models for others in postsecondary education. Applicants should discuss the potential of the proposed project for implementation elsewhere. Keep in mind that, if adopting or adapting your project activities is heavily dependent on external funding, it will be very difficult for other institutions to replicate them, and this may reduce the potential impact of your project.

3) The quality of the project's design, as determined by the following factors:

- a) the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;
- b) the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- c) the extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project; and
- d) the extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of federal financial assistance.

Your narrative should offer reviewers a clear description of who will do what, when, where, why, and with what anticipated results. The project's goals and objectives must be clearly identified and measurable. Responsibilities, timelines, and milestones for accomplishing project tasks must also be specified. Briefly outline the qualifications of key personnel, including the project director, co-director, evaluator, and major consultants or subcontractors, in the appendix to your proposal. Please note that standard curriculum vitae are not appropriate for this purpose. What is needed is a brief (one page maximum) narrative summary of each individual's background, with a special focus on those experiences related to the topic of your application. (Vitae for key personnel will be requested from successful applicants after awards are announced.)

Directly or indirectly, learners should be the principal beneficiaries of your project. Our focus on the learner means that FIPSE is especially interested in evaluation plans that assess projects in terms of their consequences for student learning. FIPSE does not support basic research; rather, its focus is on implementation of projects that demonstrate and test new approaches to postsecondary education.

All proposed projects should include plans for disseminating their approaches to learning so that others may adapt these approaches in their own settings. There are many ways of informing others of a project's results and of helping others make use of your experience. In reviewing plans for dissemination or adaptation, we ask whether the methods proposed are appropriate for the project in question, whether they improve upon methods used elsewhere, and what will be the scale and impact of the results.

Some projects are themselves efforts to disseminate proven approaches to reform. If the central purpose of your project is dissemination, please review the discussion under "What Is Expected of a FIPSE Grant?" earlier in this application package.

Philosophically, FIPSE grants are intended to provide seed capital for the initial development or expansion of innovative projects, not for ongoing support of existing program operations. Grants will generally be used to support programs or activities that are intended to continue after a grant ends. When this is the case, your proposal should have a clear and convincing plan for long-term continuation that includes explicit commitments from those who will be responsible for sustaining the activity. In the case of dissemination grants, it is expected that the innovation disseminated will be institutionalized at the receiving sites. The originating site is not expected to sustain dissemination activities after the grant ends.

4) The quality of the project evaluation, as determined by the following additional factors:

- a) the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings;
- b) the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; and
- c) the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Evaluation should be an important part of your project planning. Include in your proposal a description of how you intend to document the activities and results of your project. Formative evaluation can help you manage your project more effectively, and a strong summative evaluation, especially if it documents the project's effects on the learner, can turn a successful project into a national model for improvement in postsecondary education. As you develop your evaluation plan, place yourself in the position of recipient of your final evaluation report. What would count as solid quantitative and qualitative evidence that your project had succeeded or failed? It

may be difficult, within the term of the grant, to assess accomplishment of long-range objectives, but you should be able to identify some short-term indicators. Bear in mind that the goals of local institutionalization and wider impact may well elude you unless you can provide solid evidence that your project is achieving its aims. Developing such evidence should not be put off until the last stages of a project. It must be a consideration from the design stage onward.

Before a project can become a model, its proponents must be able to prove that it has achieved its aims in its original setting. That is why a solid evaluation plan, one that focuses as much as possible on precisely how the project has improved educational outcomes, is an essential component of FIPSE projects. **Include in the appendix to your application a two-column chart, the first column listing for each year of the project the major goals and objectives, and the second column listing what evaluation measures will be used to show attainment of that goal or objective.** A third column may be added to show responsibilities, timelines, and milestones.

Evaluation plans must include as objectives the two FIPSE performance indicators discussed above in the section on the Government Performance and Results Act (GPRA). The plans must also include measures of the two indicators: 1) *replication* (the extent to which a project is being adopted in full or in part by others, or its materials are being used by other institutions) and 2) *sustainability* (the likelihood that a project will be continued and institutionalized beyond federal funding).

FIPSE provides a bibliography of books and articles on program evaluation to assist you with evaluation design. These references clarify formative and summative evaluation. They address evidence, measurement, and sampling questions as well as data collection and analysis. They also discuss the immediate and long-range outcomes you can expect based on your project objectives. The evaluation bibliography as well as a PowerPoint presentation on FIPSE evaluations is available on FIPSE's Web site at www.ed.gov/FIPSE.

5) The adequacy of resources for the proposed project, as determined by the following factors:

- a) the extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project;
- b) the demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
- c) the potential for continued support of the project after federal funding ends, including the demonstrated commitment of appropriate entities to such support.

A detailed budget and budget narrative attached to your proposal should itemize the support you request from FIPSE and the support you expect to obtain from sources other than FIPSE. It must be clear from the proposal narrative how your budget request relates to the attainment of your goals and objectives.

FIPSE is especially interested in projects designed to be cost-effective, to increase the likelihood that successful efforts may be continued beyond the period of a FIPSE grant, and to be replicated by others. But cost-effectiveness must not imply insufficient resources to accomplish the project's goals and objectives. Costs should be allocated, and will be judged, in relation to the scope of the project and the requirements for achieving its objectives.

It is important to provide evidence that the plans you propose have the support of those who will authorize them, those who will carry them out, and those who will be affected by them. Your proposal may include, in an appendix, letters of specific commitment and support from senior administrators of the host institution, any

partners in the project, other key constituents, and, if desired, national experts on the issues addressed in the proposal. Applicants are advised that the quality of letters of support is important, not their quantity.

When planning for long-term institutionalization, it is often desirable to create a project budget in which there is increasing reliance on institutional resources and gradually decreasing FIPSE support during the life of the grant. FIPSE expects applicants to demonstrate significant philosophical and financial support of proposed projects.

Since issues of cost are almost always critical for institutionalization and continuation after grant funding ends, proposals requiring grant dollars for student financial aid or equipment are rarely competitive. Instead, FIPSE expects that projects requiring such funds will acquire the money or in-kind contributions from other sources. Grants cannot be used for the purchase of real property or for construction. See the sections above on cost sharing and institutional support.

Application Instructions

Applicants will submit a proposal consisting of a 20-page narrative (double-spaced and numbered), a budget, a budget narrative, and other required forms using the Department of Education's e-Application system on or before 4:30 p.m., Washington, D.C. time on July 10, 2006. **The announced closing date and procedures for guaranteeing timely submission will be strictly observed.**

PROPOSAL CONTENT

Proposals should be concise and clearly written, and should include the following:

1 *Title Page*: Complete Form ED 40-514. Please include a brief abstract of your project in the space provided. Additional instructions are found in the Title Page Instructions.

2. *Abstract*: Attach a one-page, doubled-spaced abstract following the Title Page (this is in addition to the short abstract requested on the Title Page itself). The one-page abstract should identify the problem or opportunity being addressed, the proposed project activities, and their intended outcomes. It should also include a concise summary of what is innovative and significant about the project.

3. *Proposal Narrative*: Please review the selection criteria and the general recommendations for your proposal outline in the "Guide to Proposal Development." Your narrative should be limited to **no more than 20 double-spaced, numbered pages**, or approximately 5,000 words, and you should use one of the fonts specified above (Times New Roman, Courier, Courier New, or Arial) with a font size no smaller than 12 point. If someone other than the named project director was the principal writer of the proposal, please include his or her name, title, and affiliation at the end of the narrative.

4. *Budget summary and detailed budget*: Use the budget summary form (ED 524) to present a complete budget overview for a project performance period *not to exceed three years*. In addition, provide a detailed, line-item budget for each year of the project (using the budget categories shown on the budget summary form) and a separate narrative budget justification. The narrative should explain: (1) the basis for estimating the costs of professional personnel salaries and wages, including annual salary or hourly wage rate and percentage of staff time; employee benefits per person, including rates and percentage of staff time; employee travel per person/per trip; consultants and subcontracts, including non-employee travel; materials and supplies; other costs, including printing, telephone expenses, and equipment rental; and indirect costs; (2) how the major cost items relate to the proposed activities; and (3) the costs of evaluation. *Your detailed budget must also include a detailed breakdown of institutional and other support for the project in addition to the federal funds requested.* For information on reimbursement of indirect costs, see instructions at the end of this application package.

In each year of your budget request, please include funds for the project director, project evaluator, and possibly another individual representing your project to attend the annual FIPSE Project Directors' Meeting each fall. (The project director is required to attend this meeting.) The meeting is usually held in Washington, D.C. for three days. Estimate an annual registration fee of \$750 per attendee.

5. *Appendices*: Provide a brief summary (maximum one page per individual) of the background and experience of key project staff as they relate to the specific project activities you are proposing. Also include in the appendix a two-column chart, with one column listing for each year of the project the major goals and objectives, and the other column listing how attainment of each goal or objective will be evaluated. (It must be clear from the proposal narrative how your budget request relates to attainment of these goals and objectives.) A third requirement in the appendices is a response to Section 427 of GEPA. (See item 7. below.) Letters of support and commitment from appropriate officials at the sponsoring institution and project partners may be included in the appendices. If applicable, include a description of projects that will complement and operate in

conjunction with the project proposed to FIPSE. Do not attach any other appendices or information, and be aware that it is not advisable to mention crucial information only in the appendices and not in the proposal narrative. Appendices must be submitted as part of your application, not separately, to be included in the review process.

6. Assurances and Certifications: When your institutional representative signs the Title Page, the applicant is certifying that it will comply with the assurances and certifications.

7. Section 427 of GEPA: Section 427 of the Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. For information on responding to this requirement, see instructions at the end of this application package. Include your response in your application appendix. The response need not be lengthy, and you need only address those barriers that are applicable to your circumstances.

8. Intergovernmental Review of Federal Programs (Executive Order 12372): This competition is subject to the requirements of Executive Order 12372, Intergovernmental Review of Federal Programs, and the regulations in 34 CFR 79. The objective of the order is to foster a federal and state intergovernmental coordination and review of proposed Federal financial assistance. For information on responding to this requirement, see instructions at the end of this application package.

ELECTRONIC APPLICATION SUBMISSION PROCEDURES

Applications for grants under the FY 2006 Comprehensive Program must be submitted electronically unless you qualify for an exception to this requirement as described below. Applications must be submitted using e-Application available through the Department's e-Grants system, which is accessible through the e-Grants portal page at: <http://e-grants.ed.gov>. While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

You must complete the electronic submission of your grant application by 4:30 p.m., Washington, D.C. time, on the application deadline date. The e-Application system will not accept an application for the Comprehensive Program after 4:30 p.m., Washington, D.C. time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Washington, D.C. time. Please note that the system is unavailable on Sundays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, D.C. time, for maintenance. Any modifications to these hours are posted on the e-Grants Web site.

You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement (as described elsewhere in this section) and submit your application in paper format.

You must submit all documents electronically, including the Comprehensive Program Title Page (Form ED 40-514), assurances and certifications, the Budget Summary Form and narrative detail, and appendices. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified above or submit a password protected file, we will not review that material.

Your electronic application must not exceed the 20-page limit (not including appendices, a one-page abstract, budget, and budget narrative) and must adhere to the formatting requirements described above in the “Guide to Proposal Development.”

Prior to submitting your electronic application, you may wish to print a copy of it for your records.

After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application), P116B06 followed by 4 digits. Do NOT deliver a hard copy application to Application Control Center in addition to your electronic application. Your confirmation, with the PR number, assures you that the electronic application has been received.

If after you submit your application you find a mistake, you may *before the application closing date* un-submit your application, edit it, and re-submit it. After the application deadline no corrections can be made.

Within three working days after submitting your electronic application, fax a signed copy of the Comprehensive Program Title Page (ED 40-514) to the Application Control Center following these steps:

- (1) Print the Comprehensive Program Title Page (ED 40-514) from e-Application.
- (2) Have the applicant’s Authorizing Representative sign the Title Page. .
- (3) Place the PR/Award number in the upper right hand corner of the hard-copy Title Page, in the item labeled “Application Number.”
- (4) Fax the signed Comprehensive Program Title Page to the Application Control Center at 202-245-6272.

When your institutional representative signs the Title Page, the applicant is certifying that it will comply with the assurances and certifications contained in the application package.

We may request that you provide us original signatures on other forms at a later date.

You may access the electronic grant application for the FIPSE Comprehensive Program at:
<http://e-grants.ed.gov>

Application Deadline Date Extension in Case of System Unavailability

If you are prevented from electronically submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

- (1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and
- (2) (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, D.C. time, on the application deadline date; or
- (b) The e-Application system is unavailable for any period of time between 3:30 p.m. and 4:30 p.m., Washington, D.C. time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, contact the e-Grants help desk at 1-888-336-8930 or Cassandra Courtney, Comprehensive Program Coordinator, at (202) 502-7506. If the system is down and therefore the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of the Department’s e-Application system.

Exception to the Electronic Submission Requirement

Your application will be rejected if you submit it in paper format unless you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section.

You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the e-Application system because—

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Department's e-Application system;
and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a federal holiday, the next business day following the federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Cassandra Courtney, FIPSE Comprehensive Program Coordinator, U.S. Department of Education, 1990 K Street, NW, Washington, DC 20006-8544. FAX: 202-502-7877.

Your paper application must conform to the same format requirements (page limits, font types and size, margins, etc.) as an electronically submitted application. It must be submitted in accordance with the mail or hand delivery instructions described below:

Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.116B)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: (CFDA Number 84.116B)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark,
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,
- (3) A dated shipping label, invoice, or receipt from a commercial carrier, or

- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.116B)
550 12th Street, SW
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, D.C. time, except Saturdays, Sundays, and federal holidays.

If you mail or hand deliver your application to the Department:

- (1) You must indicate on the envelope and—if not provided by the Department—on the application Title Page the CFDA number (84.116B) for the Comprehensive Program.
- (2) The Application Control Center will mail a grant application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at 202-245-6288.

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0514. The time required to complete this information collection is estimated to average 25 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Joseph Schubart, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 9133, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Cassandra H. Courtney, FIPSE Comprehensive Program Coordinator, Room 6166, 1990 K St., N.W., Washington, DC 20006-8544.

TITLE PAGE

**THE COMPREHENSIVE PROGRAM
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION**

CFDA Number 84.116B

1. Application Number:

2. D-U-N-S Number:

Employer Identification No.:

3. Project Director: (Name and Mailing Address)

4. Institutional Information

Highest Degree Awarded:

Type:

____ Two-year

____ Public

____ Four-Year

____ Private

____ Graduate

____ Doctorate

____ Non-degree granting

Telephone: _____

Fax: _____

E-mail: _____

5. Federal Funds Requested:

1st Year _____

2nd Year (if applicable) _____

3rd Year (if applicable) _____

Total Amount: _____

6. Duration of Project:

Starting Date _____

Ending Date _____

Total No. of Months _____

7. Proposal Title:

8. Brief Abstract of Proposal: **(DO NOT LEAVE THIS BLANK)**

9. Legal Applicant: (Name and Mailing Address) 10. Population Directly Benefiting from the Project:

11. Congressional District of the Applicant Institution:

12. Certification by Authorizing Official

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct, that the filing of the application has been duly authorized by the governing body of the applicant, and that the applicant will comply with the attached assurances if assistance is approved.

Print Name

Title

Phone

Signature

Date

Instructions for Completing Title Page (Form ED 40-514)

Item 1. Application Number: An application PR number will be assigned to your proposal by the Application Control Center.

Item 2. D-U-N-S Number: The D-U-N-S Number is assigned to organizations by Dun & Bradstreet. If you do not know your D-U-N-S Number, call the toll-free telephone number maintained by Dun & Bradstreet: 800-333-0505 (Monday - Friday, 8:30 a.m. - 6:00 p.m. Eastern time). **Employer Identification Number:** Enter the 9-digit number assigned to your organization for reporting to the Internal Revenue Service. It is also called the Federal Identification Number and can be obtained from your business office. If you do not have one, your business office should contact the Internal Revenue Service. NOTE: No grant can be awarded without these two numbers.

Item 3. Project Director: Enter the name and complete mailing address of the designated Project Director. If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. *NOTE: The name and address listed here will be used to mail proposal status notifications. Do not forget to include the telephone number and e-mail address. Both this address and the Legal Applicant address (Item 9) should be fully completed.*

Item 4. Institutional Information: Check the appropriate spaces to indicate both the type of control and the highest degree level granted by the applicant institution or organization.

Item 5. Federal Funds Requested: Enter the amount of federal funds being requested from FIPSE in the first, second, and third years of the project. Under "Total Amount" enter the cumulative amount requested for the life of the project. *Your request here and on the separate Budget Summary Form (ED 524) may be for no more than three years.*

Item 6. Duration of Project: Enter the beginning date of the project. Enter the ending date and the total number of months covered. Comprehensive Program projects may be funded for *one, two, or three* years.

Item 7. Proposal Title: Self-explanatory.

Item 8. Brief Abstract of Proposal: This description should be concise (a few sentences) and confined to the space provided, but in no case should you leave this space blank.

Item 9. Legal Applicant: Enter the name and complete mailing address of the nonprofit institution or agency which will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control. *Official notifications of grant awards are sent to this address.* Remember to complete this section fully.

Item 10. Population Directly Benefiting from the Project: Please be specific and include both the approximate number to be benefited and their general characteristics (e.g. "200 non-traditional students").

Item 11. Congressional District of the Applicant Institution: Self-explanatory.

Item 12. Certification by Authorizing Official: Enter the name, title, and phone number of the official who has the authority both to commit the organization to accept federal funding and to execute the proposed project. Submit the original ink-signed copy of the authorizing official's signature.

Instructions for Reimbursement of Indirect Cost

The Department of Education (ED) reimburses grantees for its portion of indirect costs that a grantee incurs in projects funded by the Comprehensive Program, CFDA Number 84.116B. Any grantee charging indirect costs to a grant from this program must use the indirect cost rate (ICR), negotiated with its *cognizant agency*, i.e., either the Federal agency from which it has received the most direct funding, subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget or the State agency that provides the most subgrant funds to the grantee.

Note: Applicants should pay special attention to specific questions on the application budget form (ED 524) about their cognizant agency and the ICR they are using in their budget.

If an applicant selected for funding under this program has not already established a current ICR with its cognizant agency as a result of current or previous funding, ED will require it to do so within 90 days after the date the grant was issued by ED. Applicants should be aware that ED is very often *not* the cognizant agency for its own grantees. Rather, ED accepts, for the purpose of funding its awards, the current ICR established by the appropriate cognizant agency.

An applicant that has not previously established an indirect cost rate with the Federal government or a State agency under a Federal program and that is selected for funding will not be allowed to charge its grant for indirect costs until it has negotiated a current indirect cost rate agreement with its cognizant agency. Applicants are encouraged to use their accountant (or CPA) to calculate an indirect cost rate using information in the IRS Form 990, audited financial statements, actual cost data or a *cost policy statement* that such applicants are urged to prepare (but NOT submit to ED) during the application process. Applicants should use this proposed rate in their application materials and indicate which of the above methods was used to calculate the rate. Guidance for creating a cost policy statement can be obtained by sending an e-mail to katrina.mcdonald@ed.gov.

Applicants with questions about using indirect cost rates under this program should contact the program contact person shown elsewhere in this application package or in the *Federal Register* application notice of June 8, 2006 (<http://www.ed.gov/news/fedregister/announce/index.html>).

Instructions on Section 427 of General Education Provisions Act (GEPA)

OMB Control No. 1890-0007

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

Instructions on Executive Order 12372 – Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen Federalism by relying on State and local processes for State and local government coordination and review of Federal financial assistance.

Applicants must contact the appropriate State single point of contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the single point of contact for each of those States and follow the procedures established in each State under the Executive order.

In keeping with the Executive Order, the Office of Management and Budget has established and maintains a list of the States participating in the program. This list provides the names, addresses, telephone and fax numbers of designated State single points of contact and can be accessed at:

<http://www.whitehouse.gov/omb/grants/spoc.html>

In States that have not established a process or chosen a program for review, State, area-wide, regional and local entities may submit comments directly to the Department. Any State process recommendation and other comments submitted by a State single point of contact and any comments from State, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address:

The Secretary
EO 12372
U.S. Department of Education
Room 7E200
400 Maryland Avenue SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR § 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in this notice.

Please note that the above address is not the same address as the one to which the applicant submits its completed applications. Do not send applications to the above address.

FORMS IN THE APPLICATION PACKAGE NOT INCLUDED IN THESE INSTRUCTIONS
(Separate documents):

1. Budget Information Form (ED 524)
2. Assurances (Standard Form 424B)
3. Certification Regarding Lobbying (ED 80-0013)
4. Survey on Ensuring Equal Opportunity for Applicants (for non-profit applicants)

USE THIS CHECKLIST TO PREPARE YOUR APPLICATION PACKAGE

3 Weeks before the Application Deadline:

_____ The Statement of Intent to Submit an Application was mailed to FIPSE three weeks before the application deadline. (See instructions under “Guide to Proposal Development–The Review Process.”)

On or Before the Application Deadline:

_____ Title Page has been completed according to the instructions in this booklet.

_____ The submitted application package includes

- ☐ The Title Page
- ☐ One-page abstract of the proposed project
- ☐ Proposal narrative, not to exceed twenty (20) double-spaced, numbered pages formatted as described in the “Guide to Proposal Development–Review Requirements and Process.”
- ☐ Completed Budget Summary Form (ED 524)
- ☐ Budget detail and narrative
- ☐ Partner contact information (if applicable)
- ☐ Appendices including:
 - A project evaluation chart,
 - Key project personnel summaries,
 - Response to Section 427 of GEPA (equitable access statement),
 - Any information on projects complementing the funding request to FIPSE, and
 - Any letters of support.
- ☐ Completed Survey on Ensuring Equal Opportunity for Applicants
(applicable only to private nonprofit organizations other than private colleges and universities)
- ☐ Certification pages and assurances page

Within 3 Working Days After Submitting Your Application

_____ Title Page has been signed and dated by an authorized official, and the signed original has been faxed to the Application Control Center at 202-245-6272.

Proposals must be submitted by 4:30 p.m., Washington, D.C. time on July 10, 2006 using e-Application, which is available through the e-Grants system at: <http://e-grants.ed.gov>.